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| **LEARNING TECHNOLOGIES LESSON PLAN** |

TITLE

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| **“My fancy holiday in an English-speaking country”** |

TOPIC

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| **Using compound nouns in a fancy holiday poster** |

TYPE OF SCHOOL AND STUDENTS’ AGE

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| **First High School year Liceo Scientifico (14/15-year-old students)** |

LEARNING ENVIRONMENT (language lab, multimedia lab, blended learning, online learning, flipped classroom)

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| **Blended learning** is involved as the delivery of content by the teacher on a face-to-face interaction will be followed by computer-mediated activities to be carried out by students.  The two lessons I have planned will take place in the school language lab. (Alternatively, if all students are equipped with tablets, the lessons could take place in the normal class environment). Pupils will also be expected to carry out part of their work online from home. |

LEARNING AIMS

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| First of all, the project I have planned is aimed at fostering students’ ability to carry out individual research by using ICT tools effectively and by selecting relevant and appropriate information found on the web.  The practice and the enhancement of pupils’ writing skills in relation to a hypothetical (yet likely) situation on a ICT platform (Glogster) represents another learning aim, that students are to pursue by re-using relevant information previously skimmed, scanned, selected and by including the compound nouns recapped or learnt during the warm-up phase of the first lesson.  The third main learning aim would be to help students develop reflective and metacognitive skills by asking them to provide constructive feedback on each other’s work through the effective use of another ICT platform. The feedback received is also expected to be taken into account and used positively so as to inform future progress. |

TOOLS CHOSEN (Hardware & Software, Web 2.0 tools, Online Resources, etc.)

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| - IWB (Interactive Whiteboard)  - PCs or tablets  - Wordle  - Google maps & Internet Explorer (or another browser)  - Glogster  - Edmodo |

METHODOLOGY AND TEACHING PROCEDURES

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| The educator aims at fostering activities that allow students to work in inductive ways, rather than proposing traditional “teacher-centred” lessons, in order to enhance pupils’ responsibility for their own learning.  As the description below will show, the activities chosen may offer opportunities for “differentiation”, either “by outcome” or “by interest”, so as to secure challenge for the most able students whilst ensuring support to the lower ability ones. |

BRIEF DESCRIPTION OF THE ACTIVITIES

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| What the TEACHER does | What (individual) STUDENTS or GROUP OF STUDENTS do |
| **First lesson** (1hour)**:**  **Starter** (10 min.)  Through the IWB, the teacher shows split compound nouns related to the topic of holiday on a page previously created using Wordle.  **Activity 1** (5/10 min.)  The teacher feeds in some more vocabulary that could be re-used by students later on, when writing about leisure-time activities they may fancy doing on holiday.  **Activity 2** (40/45 min.)  The teacher gives instructions as to the main activity.  **Second lesson** (1hour)**:**  **Activity 1** (30 min.)  By circulating among students and by looking at their posters, the teacher assesses the work being done, giving advice and help when needed.  **Activity 2** (10 min.)  The teacher introduces students to Edmodo virtual learning environment.  **Plenary** (20 min.)  The teacher allows time for a peer-assessment activity. | Pupils will be asked to match up the words displayed in order to recreate correct compound nouns.  Opportunity for **differentiation**: whilst the most gifted students should be able to work out compound nouns from memory or by resorting to cues such as cognates, the possibility of using online dictionaries (Wordreference or Cambridge Advanced Learner’s Dictionary Online) may provide support to those with lower ability.  Pupils will be expected to find out the meaning of the new vocabulary introduced, with the support of online dictionaries.  Using Google maps, pupils will be asked to identify places of their own interest in any English-speaking country (whether they be towns, beaches, mountains, ...), find out relevant information about them and trace a small itinerary for a possible holiday. The itinerary should be embedded in the poster they are to create on Glogster. There, they should also write about the places chosen and the activities they would like to carry out.  (**Extension** opportunity: as Glogster is an interactive poster-creation tool, some students may be willing to record what they write and embed the audio file).  Students will be invited to continue and improve their work at home, considering that it should be finished by the first 30 minutes of the second lesson.  Pupils to complete their work, following the teacher’s suggestions.  Students to sign up, join the group created by the teacher and upload their work.  Pupils to look at each other’s work and peer assess it. Each student should be required to consider and assess at least 3 classmates’ posters, stating “a success” (something that has been done very well) and “a target” (something that could have been improved) for each one. |

ASSESSMENT (weak and strong points, learning added value)

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| I think that informing students in advance of the fact that their individual work will be made public and peer-assessed could give them extra motivation to put effort in the fulfilment of their work.  Apart from the effects of peer-pressure, I reckon that, perhaps, given the creative nature of the task set (an interactive poster), the peer-assessment activity might involve the risk of pupils evaluating each other’s work mainly on the basis of superficial consideration (the layout of the poster, the images embedded, the unusualness of the itinerary chosen, ...). Maybe, providing a grid with a full list of criteria against which students should be assessing each other’s work could be a useful option.  I also wonder whether the time allocated in the classroom to permit students to work on their task is too little for them to seek guidance from the teacher, if needed. |